



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 10161176
SAU: Biddeford School Department
School: Biddeford Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 6

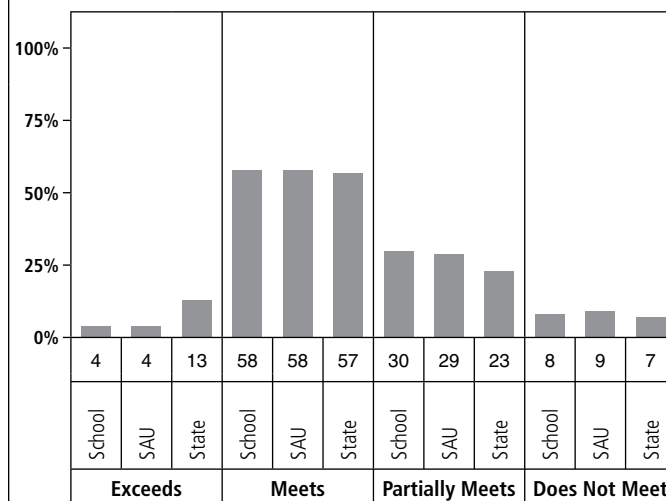
SAU: Biddeford School Department

School: Biddeford Middle School

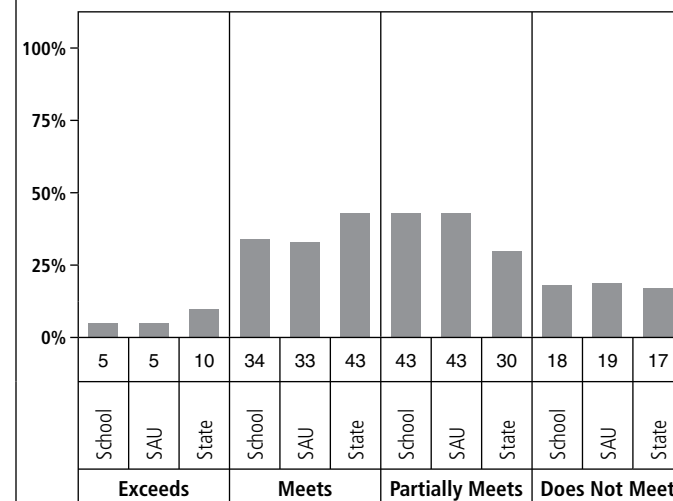
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	641	641	644
2006–2007	648	648	646
2007–2008	645	644	648
Cum. Avg. *	645	644	646
Mathematics			
2005–2006	634	634	641
2006–2007	642	641	643
2007–2008	639	639	642
Cum. Avg. *	638	638	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: Biddeford School Department
 School: Biddeford Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	201	100	206	100	14365	100	199	99	204	99	14266	99	200	100	205	100	14268	99												
Ethnicity African American/Black	6	3	7	3	418	3	5	83	6	86	407	97	5	83	6	86	413	99												
American Indian or Native Alaskan	1	0	1	0	111	1	1	100	1	100	110	99	1	100	1	100	110	99												
Asian or Pacific Islander	5	2	5	2	249	2	5	100	5	100	249	100	5	100	5	100	248	100												
Hispanic	4	2	4	2	149	1	4	100	4	100	147	99	4	100	4	100	147	99												
Caucasian/White	185	92	189	92	13438	94	184	99	188	99	13353	100	185	100	189	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	37	18	42	20	2518	18	37	100	42	100	2479	99	37	100	42	100	2479	99												
Current LEP	6	3	6	3	349	2	6	100	6	100	339	97	6	100	6	100	344	99												
Economically disadvantaged	90	45	93	45	5335	37	90	100	93	100	5277	99	90	100	93	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	163	81	164	80	11613	81	164	82	165	80	11626	81												
Identified disability (PET/IEP)	2	1	3	2	373	3	2	1	3	2	373	3												
LEP	5	3	5	3	187	2	5	3	5	3	187	2												
504 plan	2	1	2	1	149	1	2	1	2	1	150	1												
Participation with accommodations	27	13	30	15	2451	17	27	13	30	15	2446	17												
Identified disability (PET/IEP)	26	96	29	97	1909	78	26	96	29	97	1910	78												
LEP	1	4	1	3	142	6	1	4	1	3	152	6												
504 plan	1	4	1	3	85	3	1	4	1	3	84	3												
Other	0	0	0	0	350	14	0	0	0	0	335	14												
Participation through alternate assessment (PAAP)	9	4	10	5	197	1	9	4	10	5	196	1												
Identified disability (PET/IEP)	9	100	10	100	197	100	9	100	10	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	2	1	2	1	75	1	1	0	1	0	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	6
SAU:	Biddeford School Department
School:	Biddeford Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	11	5	11	5	1176	8
	2006-2007	19	10	19	10	1132	8
	2007-2008	8	4	8	4	1817	13
	Cum. Total*	38	6	38	6	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	97	45	97	45	7612	51
	2006-2007	113	59	113	59	8127	57
	2007-2008	110	58	112	58	8072	57
	Cum. Total*	320	54	322	53	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	67	31	68	31	4080	27
	2006-2007	46	24	46	24	3549	25
	2007-2008	57	30	57	29	3194	23
	Cum. Total*	170	28	171	28	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	41	19	41	19	2005	13
	2006-2007	13	7	14	7	1478	10
	2007-2008	15	8	17	9	981	7
	Cum. Total*	69	12	72	12	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	30.5	54.5	30.3	54.1	32.7	58.4
Literary Text	28	50	15.1	53.9	15.0	53.6	16.3	58.2
Informational Text	28	50	15.4	55.0	15.3	54.6	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Biddeford School Department
 School: Biddeford Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	190	8	4	110	58	57	30	15	8	645	194	4	58	29	9	644	14064	13	57	23	7	648
Ethnicity																						
African American/Black	4										5	0	60	20	20	646	399	7	47	28	17	642
American Indian or Native Alaskan	1										1						108	4	54	32	10	643
Asian or Pacific Islander	5	0	0	1	20	2	40	2	40	638	5	0	20	40	40	638	247	16	60	20	4	650
Hispanic	4										4						145	8	45	34	14	643
Caucasian/White	176	8	5	107	61	50	28	11	6	645	179	4	60	28	7	645	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	28	0	0	7	25	12	43	9	32	635	32	0	28	38	34	635	2282	2	29	42	27	636
No	162	8	5	103	64	45	28	6	4	646	162	5	64	28	4	646	11782	15	63	19	3	650
Current LEP																						
Yes	6	0	0	1	17	3	50	2	33	636	6	0	17	50	33	636	329	4	44	30	22	640
No	184	8	4	109	59	54	29	13	7	645	188	4	59	29	8	645	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	82	1	1	43	52	30	37	8	10	642	85	1	52	35	12	641	5153	6	51	31	12	643
No	108	7	6	67	62	27	25	7	6	647	109	6	62	25	6	647	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	190	8	4	110	58	57	30	15	8	645	194	4	58	29	9	644	14057	13	57	23	7	648
Gender																						
Female	92	4	4	57	62	27	29	4	4	646	94	4	62	29	5	646	6967	16	59	20	5	650
Male	98	4	4	53	54	30	31	11	11	643	100	4	54	30	12	643	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	25	0	0	10	40	13	52	2	8	638	26	0	42	50	8	638	1186	6	41	42	11	642
No	165	8	5	100	61	44	27	13	8	646	168	5	60	26	9	645	12878	14	59	21	7	648
Gifted/talented program																						
Yes	12	5	42	7	58	0	0	0	0	659	12	42	58	0	0	659	557	50	48	2	0	661
No	178	3	2	103	58	57	32	15	8	644	182	2	58	31	9	643	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: Biddeford School Department
School: Biddeford Middle School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
		%	N	%	N	%	N	%	N														%
How much homework do you do on school nights?																							
A. none	5	0	0	2	20	5	50	3	30	633	6	0	25	42	33	632	6	7	43	30	20	641	
B. less than one hour	56	5	5	59	56	35	33	6	6	645	55	5	57	33	6	645	56	13	58	23	6	648	
C. one to two hours	37	3	4	47	68	14	20	5	7	646	36	4	67	20	9	646	34	15	60	20	5	649	
D. more than two hours	2	0	0	2	50	1	25	1	25	636	2	0	50	25	25	636	3	9	46	29	16	643	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	32	6	10	43	70	12	20	0	0	649	33	10	70	19	2	649	40	17	60	19	5	650	
B. They match some of what I have learned.	57	2	2	58	54	39	36	8	7	644	56	2	55	36	7	644	48	12	59	23	6	648	
C. They match just a little of what I have learned.	9	0	0	9	53	4	24	4	24	640	9	0	53	24	24	640	9	7	45	34	15	643	
D. There is no match.	2	0	0	0	0	0	0	3	100	623	2	0	0	0	100	624	3	3	31	37	29	637	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	19	2	6	25	69	6	17	3	8	648	20	5	68	16	11	648	28	26	58	11	4	653	
B. good	57	6	6	64	60	29	27	8	7	645	57	6	60	27	7	645	54	9	61	24	6	647	
C. fair	22	0	0	18	44	20	49	3	7	642	21	0	44	49	7	642	16	3	48	37	13	642	
D. poor	2	0	0	2	67	0	0	1	33	637	2	0	50	0	50	631	2	1	37	39	23	637	
How difficult was the reading part of this test?																							
A. harder than my regular schoolwork	22	1	2	23	55	9	21	9	21	640	23	2	52	20	25	639	15	10	48	27	15	644	
B. about the same as my regular schoolwork	62	5	4	71	61	38	32	3	3	646	61	4	61	32	3	646	66	13	59	22	5	649	
C. easier than my regular schoolwork	15	2	7	16	55	8	28	3	10	646	16	7	57	27	10	646	18	15	58	20	7	649	
How difficult were the reading passages on this test?																							
A. Most of the passages were more difficult than what I normally read.	10	0	0	5	28	8	44	5	28	636	11	0	25	40	35	634	9	2	37	37	23	638	
B. Most of the passages were about the same as what I normally read.	63	2	2	72	62	35	30	7	6	644	62	2	62	30	6	644	54	9	59	26	6	647	
C. Most of the passages were easier than what I normally read.	28	6	12	32	63	11	22	2	4	649	28	12	63	21	4	649	36	21	60	15	4	652	
How hard did you try on the reading part of this test?																							
A. I tried harder on this test than I do on my regular schoolwork.	55	4	4	64	62	28	27	7	7	645	55	4	61	27	9	645	46	13	56	24	7	648	
B. I tried about the same as I do on my regular schoolwork.	42	4	5	44	56	26	33	5	6	645	42	5	57	32	6	645	50	14	60	21	6	649	
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	2	33	1	17	3	50	633	3	0	33	17	50	633	3	5	46	30	20	641	
How much time do you spend reading at home each day?																							
A. more than one hour	19	3	8	20	56	9	25	4	11	646	19	8	54	24	14	645	19	19	58	17	6	651	
B. 20 minutes to an hour	48	5	5	63	69	20	22	3	3	647	48	5	69	22	4	647	51	15	60	20	5	649	
C. less than 20 minutes	14	0	0	11	41	13	48	3	11	641	14	0	41	48	11	641	12	9	56	26	9	646	
D. I rarely read at home.	18	0	0	16	47	13	38	5	15	640	18	0	49	37	14	641	18	4	50	34	13	643	
Optional school/SAU question																							
A.	14	0	0	0	0	1	100	0	0	630	14	0	0	100	0	630							
B.	14	0	0	0	0	0	0	1	100	614	14	0	0	0	100	614							
C.	43	0	0	1	33	1	33	1	33	636	43	0	33	33	33	636							
D.	29	0	0	0	0	0	0	2	100	624	29	0	0	0	100	624							

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: Biddeford School Department
School: Biddeford Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	7	3	7	3	1463	10
	2006-2007	16	8	16	8	2092	15
	2007-2008	10	5	10	5	1474	10
	Cum. Total*	33	6	33	5	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	66	31	66	30	5914	40
	2006-2007	80	42	80	42	5731	40
	2007-2008	65	34	65	33	6008	43
	Cum. Total*	211	35	211	35	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	83	38	84	39	4494	30
	2006-2007	68	36	68	35	4175	29
	2007-2008	82	43	83	43	4244	30
	Cum. Total*	233	39	235	39	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	60	28	60	28	3014	20
	2006-2007	27	14	28	15	2308	16
	2007-2008	34	18	37	19	2346	17
	Cum. Total*	121	20	125	21	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	7.3	38.4	7.3	38.4	9.6	50.5
Cluster 2: Shape and Size	15	27	8.1	54.0	8.0	53.3	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.3	61.4	4.3	61.4	4.2	60.0
Cluster 4: Patterns	15	27	7.3	48.7	7.2	48.0	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Biddeford School Department
 School: Biddeford Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	191	10	5	65	34	82	43	34	18	639	195	5	33	43	19	639	14072	10	43	30	17	642
Ethnicity																						
African American/Black	4										5	0	20	60	20	633	409	4	26	35	35	632
American Indian or Native Alaskan	1										1						108	6	26	39	29	635
Asian or Pacific Islander	5	0	0	1	20	2	40	2	40	633	5	0	20	40	40	633	247	13	50	25	13	646
Hispanic	4										4						145	9	32	34	25	638
Caucasian/White	177	10	6	61	34	77	44	29	16	640	180	6	34	43	17	639	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	28	1	4	7	25	9	32	11	39	633	32	3	22	31	44	631	2283	2	18	31	49	627
No	163	9	6	58	36	73	45	23	14	640	163	6	36	45	14	640	11789	12	48	30	10	645
Current LEP																						
Yes	6	0	0	2	33	2	33	2	33	632	6	0	33	33	33	632	339	5	22	32	41	631
No	185	10	5	63	34	80	43	32	17	640	189	5	33	43	19	639	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	82	1	1	17	21	39	48	25	30	634	85	1	20	47	32	633	5160	4	34	36	26	636
No	109	9	8	48	44	43	39	9	8	644	110	8	44	39	9	643	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	191	10	5	65	34	82	43	34	18	639	195	5	33	43	19	639	14065	10	43	30	17	642
Gender																						
Female	92	2	2	33	36	39	42	18	20	638	94	2	35	43	20	638	6974	10	43	31	16	642
Male	99	8	8	32	32	43	43	16	16	641	101	8	32	43	18	640	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	25	0	0	1	4	16	64	8	32	629	26	0	4	65	31	630	1192	4	23	43	30	634
No	166	10	6	64	39	66	40	26	16	641	169	6	38	39	17	640	12880	11	44	29	15	643
Gifted/talented program																						
Yes	12	6	50	6	50	0	0	0	0	664	12	50	50	0	0	664	557	53	42	4	0	663
No	179	4	2	59	33	82	46	34	19	638	183	2	32	45	20	637	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: Biddeford School Department
School: Biddeford Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	2	20	6	60	2	20	633	6	0	17	58	25	630	6	6	33	31	31	635
B. less than one hour	56	6	6	37	35	43	41	19	18	640	55	6	35	41	19	639	56	11	43	30	16	643
C. one to two hours	37	4	6	25	36	30	43	10	14	641	36	6	36	43	16	640	34	11	45	30	14	644
D. more than two hours	2	0	0	0	0	1	25	3	75	627	2	0	0	25	75	627	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	38	8	11	35	49	22	31	7	10	646	38	11	48	32	10	646	45	14	47	28	11	646
B. They match some of what I have learned.	47	2	2	24	27	45	51	18	20	637	47	2	26	49	22	636	43	8	43	33	17	641
C. They match just a little of what I have learned.	13	0	0	5	21	12	50	7	29	632	13	0	21	50	29	632	9	6	30	33	32	635
D. There is no match.	2	0	0	0	0	1	33	2	67	620	2	0	0	25	75	617	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	34	9	14	29	46	21	33	4	6	647	33	14	45	33	8	647	29	24	51	17	8	651
B. good	45	1	1	28	33	43	51	13	15	638	45	1	33	51	15	637	48	6	45	33	16	641
C. fair	18	0	0	6	18	14	41	14	41	631	18	0	18	41	41	631	19	1	29	42	28	634
D. poor	3	0	0	1	17	2	33	3	50	627	4	0	13	25	63	622	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	29	4	7	16	29	24	44	11	20	638	30	7	28	41	24	637	24	5	38	33	24	638
B. about the same as my regular schoolwork	57	3	3	37	35	46	43	21	20	639	56	3	34	44	19	639	62	9	45	31	14	643
C. easier than my regular schoolwork	14	3	12	11	42	10	38	2	8	644	14	12	42	38	8	644	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	57	7	7	40	37	44	41	16	15	640	58	6	36	41	16	640	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	40	3	4	24	32	32	43	16	21	639	39	4	32	43	21	639	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	0	0	3	60	2	40	630	3	0	0	60	40	630	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	8	0	0	3	21	6	43	5	36	633	9	0	19	38	44	630	17	8	39	30	22	639
B. two or three days a week	29	5	9	21	40	19	36	8	15	643	28	9	40	36	15	643	34	11	44	31	14	643
C. two or three times each month	39	4	6	26	36	31	43	11	15	640	38	6	36	43	15	640	31	12	44	29	15	644
D. never or almost never	24	1	2	12	27	23	51	9	20	636	25	2	26	51	21	635	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	1	33	0	0	2	67	632	2	0	33	0	67	632	11	11	37	29	23	641
B. two or three days a week	14	2	8	7	27	12	46	5	19	639	14	7	26	44	22	638	32	11	44	30	15	643
C. two or three times each month	41	6	8	32	41	28	36	12	15	642	41	8	41	36	15	642	32	11	45	30	15	643
D. never or almost never	43	2	2	24	30	40	49	15	19	637	44	2	29	49	20	637	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	13	1	4	9	36	9	36	6	24	638	14	4	35	35	27	637	7	6	29	33	32	635
B. 30–45 minutes	59	4	4	33	30	52	47	21	19	638	59	4	29	47	20	638	37	8	39	34	20	640
C. 45–60 minutes	22	5	12	19	45	15	36	3	7	645	22	12	45	36	7	645	42	13	47	28	12	645
D. more than 60 minutes	5	0	0	2	20	4	40	4	40	633	6	0	18	36	45	630	15	12	46	27	15	644
Optional school/SAU question																						
A.	14	0	0	1	100	0	0	0	0	644	14	0	100	0	0	644						
B.	14	0	0	0	0	0	0	1	100	626	14	0	0	0	100	626						
C.	43	0	0	1	33	1	33	1	33	634	43	0	33	33	33	634						
D.	29	0	0	0	0	0	0	2	100	623	29	0	0	0	100	623						